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ABSTRACT

This monograph, one of four in a series, contains material on a particular aspect of literacy training. Developed from reports, papers, and case studies from the Regional Literacy Workshop (November 29-December 20, 1979) held in Udaipur, India, the monographs are suggested for use in training programs for literacy personnel as background materials, an exercise in materials production, or a course of lectures. This first monograph is divided into two parts. The first part is a brief report of the proceedings of the workshop on the development of curricular, motivational, instructional, and followup materials, including those for the media. Objectives of the workshop are outlined, workshop activities are summarized, and elements considered essential for developing curricula are listed. Part B deals with some of the techniques and methodologies of curriculum construction employed by several countries in the region and attempted elsewhere. This is followed by the discovery procedures engaged in during the Udaipur exercise during which workshop participants went to rural areas and discovered for themselves the procedures for constructing curricula and sample materials. Strategies are suggested for translating the sample curricula into different source materials--motivational, instructional, and followup. A final section covers curriculum evaluation and revision. (YLB)

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Literacy Curriculum and Materials Development

Portfolio of Literacy Materials

Series I: Four Monographs

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Monograph No. 1

CURRICULUM DEVELOPMENT IN LITERACY

PART A : PROCEEDINGS AND METHODS OF THE FIRST REGIONAL LITERACY WORKSHOP
Udaipur, 29 November-20 December 1979

PART B : CURRICULUM DEVELOPMENT IN LITERACY

UNESCO

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC
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Part A

PROCEEDINGS AND METHODS
OF THE
FIRST REGIONAL LITERACY WORKSHOP

ACKNOWLEDGEMENTS

This monograph has two Parts :

Part A is based on the deliberations, discussions and proceedings of the Regional Literacy Workshop on the Development of Curricular, Motivational, Instructional and Follow-up Materials including those for the Media held in Udaipur, India from 29 November to 20 December 1979.

Part B is based on the documents which include the Country Status Reports and Case Studies submitted by the participating Member States, Working Papers prepared for the Workshop, sample curricula and materials prepared by the participants in the Workshop and the Draft Final Report of the Workshop.

The Unesco Regional Office for Education in Asia and the Pacific wishes to thank Prof.C.J.Daswani, the resource person for the Workshop for helping in the preparation of Part B of this monograph.

Part A

INTRODUCTION TO THE PORTFOLIO

The Member States in the region of Asia and the Pacific which are still faced with the problem of illiteracy, are now intensifying the struggle against illiteracy through the organization of a series of training programmes for the literacy personnel working in various aspects of literacy activities. The Unesco Regional Office For Education in Asia and the Pacific has been cooperating with the Member States in the national and sub-national training programmes for literacy personnel.

One of the common problems in the organization of the national literacy training programmes is the lack of training materials on various aspects of literacy activities. The lack of training materials and the need for developing them was discussed in the Regional Literacy Workshop held in Udaipur, India from 29 November to 20 December 1979.

The Regional Literacy Workshop recommended that Unesco should develop a "Portfolio of Literacy Materials" comprising a series of monographs on various aspects of literacy, particularly on those areas which were thoroughly discussed at the Regional Literacy Workshop. The monographs should be developed utilizing the reports of the workshops as well as the country reports, case studies, background papers and other related papers prepared for the workshop.

Following these recommendations, monographs on Curriculum Motivational Materials, Instructional Materials and Follow-up Materials including those for the Media have been prepared on the basis of the deliberations and recommendation of the Regional Literacy Workshop held from 29 November to 20 December 1979 in Udaipur, India.

This portfolio includes the following :

1. Brief Report of the proceedings of the Regional Literacy Workshop on the Development of Curricular, Motivational, Instructional and Follow-up Materials including those for Media, Held in Udaipur, India from 29 November to 20 December 1979.

2. Monograph on CURRICULUM DEVELOPMENT
3. Monograph on DEVELOPMENT OF MOTIVATIONAL MATERIALS
4. Monograph on DEVELOPMENT OF INSTRUCTIONAL MATERIALS
5. Monograph on DEVELOPMENT OF FOLLOW-UP MATERIALS INCLUDING MEDIA MATERIALS

Format of the Monographs

The first monograph includes items 1 and 2 and the others cover themes 3 to 5. The four monographs constitute a package, but each one can be read separately and in any order.

The monographs contain a conceptual framework outlining the principles of the particular theme within which the practical experiences of the Member States (particularly those of the countries which participated in the Regional Literacy Workshop) have been placed. The deliberations of the Workshop as also the samples of materials produced by the participants form the illustrative examples for the theoretical framework.

Intended audience for the Portfolio

This Portfolio of Literacy Materials may be used as training materials during national and sub-national training programmes in the Member States. Further, it is hoped that literacy personnel working in different fields of literacy programmes may find the materials useful to increase their stock of knowledge and competency.

How to use the Monographs in training

As background materials

The monographs can be used as background reading materials for training in any one of the four areas, or in the general area of literacy training. The entire package or each individual monograph can be used for discussion on a particular theme.

For process simulation

In all four monographs the processes of developing a curriculum or different kinds of materials are discussed. In literacy training programmes, these processes may be analysed by the participants and simulated during the training as a particular exercise.

As an exercise in materials production

The monographs describe the various ways in which materials are produced. A literacy training programme may simulate and elaborate upon the different methods.

Not all the possible formats of the different types of materials (motivational, instructional and follow-up and media materials) have been fully illustrated in the monographs. Formats that have not been given here may be worked out during the training programme itself.

As a course of lectures

The monographs may be used as basic source material by resource persons for a course of lectures on the four themes.

As a case study

The four monographs and the brief report may be used as a case study to analyse the processes of training in materials and curriculum development.

As an evaluative tool

The monographs may be used for comparison with the results of similar literacy training workshops to evaluate the results of the Workshop as measured against the package.

As a hand-book

The monographs draw upon the experiences of twelve participating Member States. These experiences serve as valuable models in literacy training.

The monographs, therefore, provide selected information on the practices in literacy training in these countries.

PROCEEDINGS AND METHODS OF THE FIRST REGIONAL LITERACY WORKSHOP ON DEVELOPMENT OF CURRICULAR, MOTIVATIONAL, INSTRUCTIONAL AND FOLLOW-UP MATERIALS INCLUDING THOSE FOR MEDIA

Introduction

The General Conference of Unesco, in its nineteenth and twentieth sessions, took note of the worldwide concern regarding the growing and serious problem of illiteracy and its impact on the widening gap between the rich and the poor; between the urban and rural populations and between the privileged and the under-privileged populations. The General Conference recommended to the Member States as well as to the International Organizations various measures to be taken to advance the struggle against illiteracy in the developing countries.

Problems of illiteracy are very serious in the region of Asia and the Pacific for the very simple fact that more than half of the illiterate population of the earth lives in this region. Unless the situation of illiteracy is changed in this region, the world situation will not be improved. In response to it, Unesco convened a Regional Meeting of Experts in Literacy in Asia and Oceania in Bangkok in 1977. In this Meeting, experts from the Member States in the region where illiteracy is a grave problem surveyed in detail the literacy situation. The survey highlighted the following facts :

1. The problem of illiteracy is growing in seriousness. The absolute number of illiterate people in the region is increasing even though the percentage of the total population who are illiterate is declining slightly.
2. Most of the developing countries in the region have attached great importance to literacy programmes. These programmes which used to be treated peripherally have now become programmes of national priority.
3. Almost all the Member States are adopting comprehensive literacy programmes now. Teaching of the 'three R's with a single emphasis on narrow skills is being

replaced by literacy programmes with broader objectives and with the components of awareness building, improving work skills and developing learning skills; i.e., all aspects of improving the quality of life. After analysing the situation, the Experts' meeting reported as follows :

> Literacy programmes basically involve national effort. The guiding principle is, therefore, endogenous development based on utilization of the internal resources of each country. Mechanisms have to be devised in each country whereby national capacities are strengthened to meet the country's essential needs. There is, however, an important place for regional and international co-operation for enhancing national capabilities by the exchange of information, insights and technical expertise. For the promotion and co-ordination of such exchanges, a regional mechanism is needed which may be in the form of a Regional Panel of Literacy Experts, each country participating by choice.
>
> The major areas of regional co-operation could be : (1) development of literacy strategies; (2) training and methods; (3) development of teaching/learning materials; (4) research and evaluation; and (5) post-literacy programmes.

The Meeting emphasized that training of personnel working in various aspects of literacy programmes, particularly in the field of development of curricula and materials, planning and administration, and research and evaluation should be priority areas for regional activities.

In 1978, Unesco constituted the Regional Panel of Experts in Literacy. The first meeting of the Panel was held in New Delhi in 1978. The Panel took up training and research as the main themes for the first meeting and identified the types of persons to be trained at the regional levels. Content and methods for the training of literacy personnel were also suggested. The meeting deliberated on the types of research programmes to be given priority and the methodologies of

research in literacy. The Panel emphasized the need for the training of three categories of personnel on a priority basis:

1. Personnel engaged in the development of curricula and instructional materials, including media materials;
2. Personnel engaged in the planning and administration of literacy programmes; and
3. Personnel engaged in research and evaluation of the literacy programmes.

Following these recommendations and in pursuance of Resolution No.1/6.1/1 adopted by the General Conference of Unesco at its Twentieth Session, this Office convened the Planning Meeting of Experts for Regional Literacy Personnel Training in Bangkok on 17-26 May 1979. After reviewing training needs in literacy in the region, the Planning Meeting developed a training programme for the following three training workshops :

1. A Regional Literacy Workshop on Development of Curricular, Motivational, Instructional and Follow-up Materials including those for Media, on 29 November-20 December 1979 in Udaipur, India.
2. A Regional Literacy Workshop on Planning, Administration, and Monitoring, in April 1980 in Ho Chi Minh City, Socialist Republic of Viet Nam.
3. A Regional Literacy Workshop on Research and Evaluation, at the end of 1980 or at the beginning of 1981, in Indonesia.

All three countries have agreed to act as hosts for the Regional Literacy Workshops as suggested by the Planning Meeting.

Organization of the First Regional Literacy Workshop

As agreed between Unesco and the Ministry of Education and Social Welfare of the Government of India, the First Regional Literacy Workshop on Development of Curricular,Motivational, Instructional and Follow-up Materials including those for Media was organized in Udaipur, India from 29 November to 20 December 1979. The Directorate of Adult Education, Ministry of Education and Social Welfare was the host Institute.

The Workshop was attended by 27 participants and 2 observers from Afghanistan, Bangladesh, Burma, India, Indonesia, Laos, Nepal, Pakistan, Papua New Guinea, Philippines, Republic of Viet Nam and Thailand.

The Workshop elected Mr. B.C. Rokadiya (India) as Chairman, Mr. Le Son (Republic of Viet Nam) and Mr. Abdul Aziz Memon (Pakistan) as Vice-chairman, and Mrs. Santanina T. Rasul as Rapporteur of the Workshop.

The faculty members of the Workshop comprised a staff member from Unesco ROEAO, Mr. T.M. Sakya, and resource persons (Professor C.J. Daswani and Professor M.S. Thirumalai) from the host institute. The Workshop was also attended by Mr. P. Sabanayagan, Secretary to the Government of India in the Ministry of Education and Social Welfare, Mr. Anil Bordia, Joint Secretary, Ministry of Education, Dr. D.S. Kothari, Chairman of the Review Committee of National Adult Education Programme in India, and Mr. Jagat Mehta, former Foreign Secretary of the Government of India, as guest speakers.

The inaugural session of the Workshop was addressed by Dr. M.S. Mehta, an eminent adult educationist in India and Mr. A. Chiba, Deputy Director, Unesco Regional Office, Bangkok. The closing session of the Workshop was addressed by Dr. J.D. Sethi, Member of the Planning Commission, India.

Objectives of the Workshop

The objectives of the Workshop as suggested by the Planning Meeting of May 1979 were as follows:

General Objectives

- to share and understand the experiences of Member States in literacy and non-formal education; and
- to provide learning experiences to key personnel in order to improve their capabilities in (a) developing programmes integrated with development and (b) planning and conducting national and sub-national programmes,

Specific Objectives

- to share experiences in curricula, materials production and media software with special reference to the relevant policy directives kept in view, procedures used and products achieved;

- to frame guidelines for the development of integrated curricula and appropriate materials;
- to improve the skills of participants in the techniques and processes of developing and testing curricula, materials and media software; and
- to formulate draft national training programmes for the development of curricular, motivational, instructional, follow-up and media materials.

Workshop sessions and methodologies

The Workshop was organized in 15 plenary sessions, 4 panel discussion sessions, 9 group-work sessions and 4 days' field work from 29 November to 20 December 1979.

The Workshop activities were conducted through the following stages:

1. Sharing of country experiences;
2. Clarification of the concepts, approaches, methodologies and processes of developing curricula and materials;
3. Field study;
4. Practical exercises in developing curricula and materials;
5. Evaluation; and
6. Outlining follow-up programmes at the national and regional levels.

1. Sharing of country experiences

Under this activity, the participants from the Member States presented their Country Status Reports and the Case Studies on 30 November, 1 and 2 December 1979. The analysis and the synthesis of the country experiences were prepared by the faculty members and discussed in the Plenary Session on 3 December 1979.

2. Clarification of concepts, approaches, methodologies and processes in curricula and materials development

Under this activity, four Panel Discussions were held on 3, 4 and 5 December 1979 on the following themes:

- Curriculum Development
- Instructional Materials Development
- Motivational Materials Development
- Follow-up Materials Development including those for the Media

Four Panels were constituted from among the participants with a view to discussing and clarifying concepts, approaches and processes for the development of curricula and motivational, instructional and follow-up materials including those for media.

Each panel was assigned a theme. Brief background notes on themes of the panel discussion were prepared and distributed beforehand. The panel discussions began with the introduction of the theme by the moderator, followed by comments by the members of the panel. After this, general discursion on the theme was held by all the participants of the Workshop.

3. Field study and (4) Practical exercises in curriculum development and materials development

Curriculum Development

During the Panel Discussions on Curriculum Construction and Materials Production held as part of the Workshop activities, it was agreed that for any meaningful exercise in materials production, it is essential to formulate a relevant and systematic curriculum. It was recognized that a curriculum must reflect the 'felt needs' as well as the 'real needs' of the learner groups and be within the framework of national goals for educational programme for adults. It was also agreed that in order to discover the contents for a relevant curriculum, it is essential to find out, empirically, the needs and condition of the learner-groups.

In order to provide an opportunity for actual field work, four villages in the vicinity of Udaipur; namely, Pratap Pura, Shivpura, Pai and Dulawton-Ka-Gura, were identified with the assistance of two voluntary agencies (Seva Mandir and Rajasthan Vidyapeeth) engaged in the field of Adult Literacy. The participants were divided into four groups, one to each village. Each group visited its particular village on 6, 7, 8 and 10 December for collection of data in order to formulate a sample curriculum. All the groups met officials from education and development departments at the Block level, representatives of the Panchayat Samitee, Panchayat, the Local Self-Government institutes, village elders, teachers, village folk, women, youth and children.

Information was collected through use of a questionnaire and face-to-face interviews, observation and group discussion. At the end of each day the groups examined and analysed the data collected on that day. On 8 December, leaders of the four groups met to exchange experiences of the respective groups and to assess the progress of data collection. On 11 December, all the groups met in a plenary Session and presented detailed accounts of the data collection procedures. The methodologies adopted for the formulation of the curricula in the light of the data gathered were outlined by each group.

It was obvious at the plenary meeting that all the groups had taken considerable pains to elicit the relevant information during the course of study. As revealed by their reports, data was collected in the field in the light of the conceptual framework discussed during the panel discussion. Each group had endeavoured to discover the objective situation at present in each of the villages. Details of current developmental activities were gathered as well as the felt needs of each of the four communities. Resources, both materials and human, were also identified in each case.

The data were then analysed and the felt, real and stated needs were categorized and systematically related to developmental facilities available, further inputs needed and resources available. These were then organized into major content areas which

were in turn related to learning objectives and methodologies for meeting these objectives. Agencies that could provide developmental as well as educational inputs were identified for each content unit.

Materials development

By this time the participants were ready to go on to the next activity, the writing of sample materials. During the panel discussion on materials production, the participants had discussed in detail the concepts, processes, methodologies and evaluation in respect of motivational, instructional, follow-up and media materials. The exercise in materials production, therefore, was designed to provide first-hand experience in the processes of translating the curriculum into appropriate materials as well as in techniques of materials production. It was agreed that in accordance with the purpose of the workshop, samples of motivational, instructional, and follow-up materials would be attempted. It was felt that the choice of the format-primer lesson, supplementary reader unit, chart, poster, media script, script, or other - should be left to the group. It was agreed that, since this was not aimed at producing finished products, it would be worthwhile to experiment with new ideas. It was also agreed that, although the curricula were framed for specific Indian communities, participants should attempt the sample materials in their own language in order to derive maximum advantage from the exercise.

The four groups, therefore, engaged in this activity in country sub-groups and, in some cases, each member produced a sample material. All materials attempt to translate one of the content units in the particular curriculum. This resulted in several members of the same group writing a sample lesson on the same topic in different languages. The variety of materials attempted and media explored turned out to be impressive. Posters, charts, flash cards, hoardings, comic-strips, literacy lessons, supplementary materials, follow-up material, movie and radio scripts and others were attempted.

In the context of materials for literacy, it was suggested that they should be such that the

learner is able to perceive the immediate benefits of acquiring literacy skills. Besides imparting these basic skills, the materials should also seek to bring the best of human thought and wisdom to the learner, who is deeply rooted in the local culture and can be motivated to read what he identifies as part of his being.

All the materials were presented in a plenary session on 14 and 15 December. It was evident from the detailed presentations made by each delegate that this activity had proved extremely fruitful: in addition to the actual process of materials writing, the participants had discovered various innovative techniques. In the process, a spirit of mutual co-operation and help had developed, resulting in novel devices. The services of an artist were provided for illustrations required for the materials.

The foregoing has attempted to narrate briefly the process of field study, curriculum construction and materials development. While these activities in themselves provided a very useful experience for the participants, the entire exercise may be seen as a preliminary step in the direction of uncovering and understanding the essential stages in curriculum development and materials production. Such an exercise could ultimately lead to the formulation of a theory on the process of curriculum construction for adult education.

On the basis of the Workshop experience the following elements are considered essential for developing curricula :

a) Clearly-stated national goals for development and policies for adult education;

b) Identification of target groups in accordance with the national goals;

c) Identification of communities where target groups are located;

d) Survey of these communities in order to :

i) study the physical, socio-cultural and economic aspects,

ii) study the developmental needs,

iii) identify the developmental inputs already effected,

iv) discover the felt and real needs of the community as a whole and the target-group in particular,

v) identify factors and problems inhibiting development,

vi) identify agencies and structures responsible for development,

vii) identify resources - material and human - in the community,

e) Analysis of the survey data;

f) Formulation of curriculum to:

i) propose strategies, both educational and developmental to fulfil the needs of the community in general and the target-group in particular,

ii) translate needs and strategies into learning objectives and methodologies,

iii) formulate content areas,

iv) delineate tasks to be performed by various agencies, developmental and educational

v) indicate educational inputs and targets in terms of literacy, awareness and functionality

vi) identify media to be utilized or commissioned for each content and learning unit;

g) Writing of appropriate materials for each content and learning unit; and

h) Devising evaluation tools for evaluating the curriculum through the teaching-learning process.

The experience gained during these practical exercises clearly points to the feasibility of formulating a theoretical framework for curriculum construction. It is necessary to repeat the experi-

ment at various levels and in different national contexts in order to arrive at a workable theory.

Detailed reports on field study, curriculum construction and sample materials produced by the four groups are given in the Draft Report.

5. Evaluation of the Workshop

On the morning of 18 December 1979, the Workshop met in a plenary session to evaluate its activities. In oral presentations, all the participants observers and resource people expressed their opinions about the Workshop.

All the participants were unanimous in the view that the Workshop had fulfilled the objectives for which it had been organized. It was agreed that the Workshop had provided valuable experience to all. Some participants stated that while they had been uncertain or even skeptical about the outcome of the Workshop, they had realized soon after the commencement of the Workshop that it would prove to be very educative. A few participants felt that too much had been packed in the time available and, perhaps, a little less pressure would have been welcome.

Everyone agreed that a very high degree of co-operation, friendliness and cheerfulness had obtained throughout the Workshop.

A general evaluation sheet designed to ascertain the participants' level of satisfaction with the various activities of the Workshop and the facilities provided was circulated earlier. The participants were requested to fill in the evaluation sheet on a four-point scale ranging from Highly Satisfied to Quite Satisfied to Hardly Satisfied to Not Satisfied. In all, 28 evaluation sheets were returned giving a response of one hundred per cent.

An analysis of the responses shows that 67 per cent were highly satisfied with the objectives of the Workshop, and 33 per cent were quite satisfied. Fifty-nine per cent were highly satisfied and 41 per cent quite satisfied with the schedule of work planned for the Workshop.

6. National Follow-up Programmes

One of the objectives of the Regional Literacy Workshop concerns follow-up activity at the national and sub-national levels in the participating Member States. These follow-up programmes would work towards strengthening competencies of the personnel concerned with the development of curricula and materials in the participating Member States. In order to achieve this objective, participants were grouped in country-wise teams by country to draw up draft proposals for a follow-up programme.

The country teams prepared national and sub-national level follow-up programmes on 15 and 16 December 197[illegible] keeping in view the national adult literacy programmes in the respective countries. The proposed follow-up programmes were prepared mainly for the training of personnel involved in the preparation of curricula and materials for literacy and post-literacy programmes.

The proposed follow-up programmes are only suggestive and will be put into operation with the concurrence of the Governments of the Member States.

Conclusions and Recommendations of the Workshop

There is a common consensus at present that an adult literacy programme should be a mass programme fulfilling the minimum needs of the people. Care must be taken in the implementation of the plan, however, that the plan does not generate frustration among the people due to the failure of the programme or due to its unrealistic promise and approach. A mass literacy programme should be implemented in phases, with one phase leading to the next, and each phase having clearly-stated goals and identifiable benefits for the target groups. The first phase should be very clear and simple and within easy reach for all. Subsequent phases should include components of skill training and increasing functional challenge.

In the concretization of state policies underlying an adult literacy programme, curriculum construction and materials development play a very important role. It is only through a realistic curriculum and relevant materials that a programme can really become a mass-education programme.

This Regional Literacy Workshop very appropriately initiated the process with an attempt to identify the concepts, approaches and methodologies of curriculum construction and material development. It is hoped that this process will lead to a well-developed methodology of curriculum construction for adult education for development for all countries in general and this region in particular.

At the conclusion of the Regional Literacy Workshop the following recommendations were approved:

1. A Regional Literacy Workshop on the development of curricular, motivational, instructional and follow-up materials should not be a one-time affair. Such workshops should be held more often, preferably every two years with different Member States as hosts.

2. Regional Literacy Workshops may be comprehensive covering curricula and all types of material or they may be focused on specific areas of curricula and specific types of material only.

3. In order to make Regional Programmes more relevant to actual conditions, countries in the region may be grouped into sub-regional groups on the basis of similarity of the situation and the national programmes for the organization of sub-regional workshops on the development of curricula and material.

4. The national workshop programmes for curriculum and materials development prepared by each country team should be assisted by Unesco in terms of financial assistance and technical assistance.

5. The national workshops in the Member States should be participated in by expert participants from neighbouring countries on an exchange basis.

6. Unesco should provide the services of experts for any specific national programme from the countries in the region as mutually agreed between the Member States and the Unesco.

7. Unesco should promote and facilitate the exchange of information, documentation and curricular material between the Member States directly or through its own documentation service.

8. Unesco should promote exchange of experiences through study-visits, seminars and workshops among the Member States.

9. Unesco should encourage publication of reports of innovative practices in the areas of curriculum and materials development from the member countries in the region as well as elsewhere for wide dissemination. This activity may be started with the publication of monographs on the experiences of the Regional Literacy Workshop, Udaipur.

10. Unesco should support and encourage post-literacy and follow-up programmes in the Member States for the retention of literacy skills acquired through the literacy programmes.

11. Non-formal adult education can become more meaningful if linked with non-formal education of school drop-outs and left-outs on the one hand and with the formal system, on the other hand, wherever necessary and feasible.

12. Use of appropriate media for the literacy programmes should be encouraged. Unesco should assist the Member States in the identification and use of low-cost media for adult education.

SOURCES

1. Report of the Regional Literacy Workshop on the development of curricular, motivational, instructional, and follow-up materials including those for media held in Udaipur, India from 29 November - 20 December 1979

2. Background Documents

   - Regional Trends in Curriculum and Materials Development in Literacy : Working notes on

     1. Curriculum Development
     2. Motivational Materials
     3. Instructional Materials
     4. Follow-up Materials including those for Media
     5. Linkage with Development

3. Working Documents

   1. Prospectus ROEAO-79/REGLITR/INDIA
   2. Schedule of Work
   3. Country Status Reports (Afghanistan, Bangladesh, Burma, India, Indonesia, Lao Democratic People's Republic, Nepal, Pakistan, Papua New Guinea, Philippines, The Socialist Republic of Viet Nam and Thailand)
   4. Country Case Studies (Bangladesh, Burma, India, Indonesia, Lao Democratic People's Republic, Nepal, Philippines, The Socialist Republic of Viet Nam and Thailand)
   5. Materials produced by the participants in the Workshop

4. Reference Documents

   1. Literacy in Asia : A continuing challenge. Report of Regional Literacy Experts Meeting, 1977.
   2. Report of the Meeting of Panel Experts for Research and Training in Literacy, 1978.
   3. Report of the Planning of Experts for Regional Literacy Personnel Training, 1979.

Part B

CURRICULUM DEVELOPMENT

Part B

INTRODUCTION

Adult literacy and adult education

Adult literacy in its broadest sense signifies any form of learning that is undertaken by or provided for mature men and women. In this sense adult literacy is synonymous with adult education. Essentially, adult literacy deals with that span of life which begins when childhood ends and continues until death. Just as a child passes through several stages until it attains adulthood, a mature person too passes through several stages. He lives and works in a social context that conditions his values and shapes the methods he employs to achieve his goals. In addition to being a member of a society, he also has individual abilities and interests. To plan and provide education for adults, therefore, is a very complex task. A number of diverse factors need to be taken into account in order to formulate a meaningful programme in adult literacy.

Importance of curriculum in adult literacy

It is evident that no programme in adult literacy can be entirely institutionalized; in fact, there can be no one programme in adult literacy. Flexibility in terms of goals and learning activities, and diversity of strategies and methods characterise the various adult literacy programmes. It is precisely because of these basic characteristics of an adult literacy programme that it is necessary to pay special attention to the question of curriculum development.

Such little is known about the psychology of adult learning that the planning of most adult literacy programmes has to proceed from some of the experiences available today. There is always a temptation to lean heavily on methodologies and techniques of early school education about which much has been discovered and written. Often, it is also the case that planners and implementors of adult literacy programmes are people whose concerns are vastly different from those of educational experts. In such cases it is even more important that the processes of programme planning and curriculum development should be clearly understood and delineated.

Curriculum and syllabus

A curriculum is significantly different from a syllabus which is commonly constructed for a course in formal education. The aims and objectives, as also the means and methodologies, for implementing a syllabus are determined on the basic of criteria which do not take into account the specific needs of a group of learners in terms of their socio-economic goals. Considerations of academic nature only find prominence in a school syllabus.

In the curriculum for an adult literacy programme, on the other hand, the learner is the pivot round whom all the components of a programme are built. A curriculum for such a programme is a detailed lay-out of the various learning-teaching operations systematically put together on the basis of objective surveys and analyses of the needs of a community and individul learners' needs that are in consonance with the national goals of the country where the adult literacy programme is being provided.

Adult literacy and national goals

The question of national goals is extremely crucial and will be examined more fully later. Here, it would be necessary to state that adult literacy programmes in the developing and under-developing countries are not seen merely as educational endeavours to bring the 3 R's to the illiterate populations. Adult literacy is seen as a means of human resources development leading to a meaningful participation by all sections of the society in the socio-economic development of the country while maintaining the political and cultural integrity of the country. It is also seen as a strategy for bringing to the under privileged sections of the society a realization of their role in the national development, as well as encouraging them to an awareness of their potential and rightful place in the task of nation building. From this point of view, adult literacy programmes are not merely an attempt to provide educational opportunities to those who have not been able to take advantage of formal schooling, but an attempt at bringing about parity among all sections of a society through equal participation and ameliorations of the poor, the underprivileged and the weaker sections of the society.

To build a curriculum that would serve the needs of all such diverse groups and be within the framework of the national policies is, indeed, a Herculean task, There is no known theory that can be applied mechanically. What is available, at best,

is a set of experiences acquired by several countries who have attempted to plan and implement adult literacy programmes and campaigns. All these countries have tried, in their own way, to solve various problems faced by them in the planning of such programmes and campaigns. There is a great deal to learn from these experiences and, perhaps, it may be possible to discover a process for the development of a curriculum for adult literacy which will meet some of the more important conditions of planning and implementation.

Countries in the Asian and Oceania Region have a long and rich experience in non-formal and societal learning. They have inherited traditions which emphasize mutual learning and co-operation. Based on these basic features, several countries in the Region have initiated adult literacy programmes for their populations. All countries in the Region, and those outside, can learn from these experiences and contribute to the understanding of the complex field of adult education, especially in the matters of developing curricula and various materials for adult literacy.

The present monograph

The present monograph is based on the deliberations and activities conducted in the adult literacy workshop held in Udaipur (India) in November-December, 1979. During the workshop delegates from twelve member countries exchanged experiences with each other and attempted to carry out the tasks of constructing curricula and writing sample materials.

The central activity in the workshop was an exercise in discovery procedures. Small teams of the participants and local interpreters assisted by resource persons went to several rural areas and attempted to discover for themselves the procedures for constructing curricula and sample materials. The examples of curriculum development processes and sample materials given in the monograph are taken from these experiences.

The exercise conducted in Udaipur was one of the many ways in which practical steps in the constructing of a curriculum could be worked out. What was unique about the Udaipur exercise was that a number of participants from different backgrounds and socio-political systems were able to utilize their experiences and use their insights to understand a sample field situation. What emerged at the end of the workshop, therefore, was a possible way or process of constructing a curriculum embodying the collective thinking of these various participants.

The sections which follow deal with some of the known techniques and methodologies of curriculum construction employed by several countries in the Region and attempted elsewhere, followed by the discovery procedures engaged in during the Udaipur exercise including the strategies suggested there for translating the sample curricula into different source materials - motivational, instructional and follow-up (including those for the media). Finally there is a section on the evaluation and revision of a curriculum.

CONCEPT OF CURRICULUM

No universally-accepted theory

As pointed out above, there is no single theory of curriculum construction that is accepted universally. Indeed, in most instances a curriculum is constructed on the basis of "common sense", that is, planners and implementers, on the basis of their knowledge and understanding of an area or a group of people, put together what they consider the most desirable and most plausible set of aims and objectives for that area or group. Frequently, these aims and objectives depend on national priorities and the most obvious needs of the area or group under consideration.

Aims, goals and objectives

However, it is necessary, even in curricula of the above sort to identify some 'goals' or 'aims' or 'objectives'. In fact, aims, goals and objectives are all equally crucial in curriculum construction.

Aims relate to the broadest statement of intention regarding the outcome of an educational programme. Most adult literacy programmes have clearly stated aims, For instance the following excerpts list the aims of adult literacy programmes from the countries in the Region that were represented in the Udaipur Workshop.

Afghanistan

With the literacy rate in Afghanistan estimated at a mere five per cent, illiteracy is recognised as one of the major factors hindering the socio-economic progress and people's active participation in the national development of Afghanistan. The Khalqi (People's) Government of Afghanistan considers the Campaign Against Illiteracy as very important. It is firmly believed that "literacy has a decisive role in changing the attitude of the people to remove fanaticism and superstition, to increase the productivity and to mobilize the creative forces of the nation."

Against this back-drop the Literacy Campaign in Afghanistan has the following 'objectives' and 'goals' :

> "As stated before, the total number of illiterates in Afghanistan, including men and women and taking into consideration the age-group 8-50, is about 8.2 million. But this objective is not purely quantitative, it gives the amplitude of the task. The Government has launched a campaign, the purpose of which is to eradicate illiteracy in the first Five Year Development Plan.
> In accordance with the needs of the socio-economic reconstruction of the country, the following are envisaged as the goals of the Literacy Campaign, among others :
>
> 1. Changing the attitude of the people for the benefit of the country's progress.
> 2. Opening the way for the participation of the people in socio-economic reconstruction of the country.
> 3. Increasing the productivity of the people through functional literacy and education.
> 4. The creation of better family conditions.
> 5. The betterment of health and fitness."

Bangladesh

According to the census of 1974, the literacy rate in Bangladesh is 22.2 per cent. The Government of Bangladesh has identified illiteracy as a national problem and has formed a National Literacy Council with the Honourable Vice-President of the country as its Chairman. The Government of Bangladesh is contemplating the launching of a mass literacy programme.

A pilot project in adult education launched in eight thanas (districts) had the following aims :

a) Eradication of illiteracy;

b) Economic development;

c) Planned family living.

Burma

The Socialist Republic of the Union of Burma had recognised the need for bringing literacy to about 30 per cent of its population which was declared illiterate in the age-group 15 to 55 in the 1953-54 census.

The first Literacy campaign in Burma was launched in 1965. Since then yearly campaigns have been launched with increasing participation of the masses.

The main aims and ojbjectives of the Literacy Campaign in Burma are :

"(i) to help the illiterates to gain literacy first and foremost,

(ii) to develop new ideas and to instil in them desirable attitudes,

(iii) to promote a broader outlook on life,

(iv) to encourage them to participate more actively in a more progressive community life,

(v) to raise their productivity level and their standard of living,

(vi) to enhance the education level of the whole population, and

(vii) to aid in the economic and social progress of the country."

India

With the total estimated illiterate population of about 230 million adults, India faces a major problem in bringing literacy to these people. Efforts in the field of literacy in India have been going on for quite some time. A variety of regional and national programmes have been initiated at different periods to combat illiteracy. The latest effort in India has been under the National Adult Education Programme. Seen as a part of the development plan, "The basic objective of (the) adult education programme is to make it relevant to the needs and aspirations of learners and their environment and to link it with the national development programmes."

Indonesia

In the age-group 10-45 about nineteen million people in Indonesia are illiterate. This is about twenty six per cent of the total population in this age-group. The literacy campaign in Indonesia, therefore, is designed for this age-group with the following aim :

> "The new way of eliminating illiteracy is aimed at spreading basic education to the members of the society who are lagging behind (those who have no chance for school or who drop out of the elementary school), so that they will be equipped with minimum ability to increase their standard of living."

Lao People's Democratic Republic

The literacy programme in the Lao People's Democratic Republic has the following aims :

> "To wipe out the ignorance of the masses and to develop their knowledge to comprehend ideology, techniques, technology, literacy movement has been enthusiastically and widely implemented in Laos.
>
> Literacy programme and curriculum is set up in 2 phases :
>
> a) Literacy as a basic need
>
> b) Promoting literate people's knowledge through primary and secondary education."
>
> 'Literacy programme is basically to ensure the skills of reading and writing in the national language and to make them able to calculate four operations in mathematics."

Nepal

With a literacy rate of one per cent in 1950, Nepal has organized a series of programmes which resulted in a 12.9 per cent increase in the literacy rate by 1970. The various phases of the literacy programmes have had well-defined objectives. The current effort in literacy in Nepal also has clearly stated objectives :

> "The programme focuses on the basic learning needs of the rural adults and out-of-school youths, on ways of improving

the environment and upbringing of vulnerable infants and young children through the education of their elders. This is aimed at serving the learning needs of a generally older clientele for improving their economic productivity and employment possibilities. The purpose of the programme is to uplift the quality of living of rural people by helping them change their life style from the traditional to the modern one. In other words, the objective of the programme is to raise the critical awareness of the rural adults who have been actively participating in the process of the nation's development.

Keeping these principles in view an experimental programme was run with the following objectives :-

a) to enable the illiterate adults to cope with simple numerical skills along with reading and writing.

b) to train adults in the profession of professions they are involved in, thereby increasing their efficiencies.

c) to teach them about personal cleanliness, sanitation, health care and the functioning of the panchayats in order to make them healthy citizens loyal to the king, crown and the country.

d) to make them aware of population growth, its problems and consequences."

Pakistan

According to a Housing, Economic and Demographic survey held in Pakistan in 1973, only 26.72 per cent population in the age-group ten and above was literate. Several literacy drives, beginning in 1950, have been in operation with several agencies participating in these efforts. Currently, too, the literacy campaign in Pakistan is implemented by several agencies among whom are included the Allama Iqbal Open University, Bureau of Educational Planning Management and Pakistan Television Corporation. The aim of the programme is :

"i) To project the major national literacy campaign.

ii) To provide functional education in life skills in the field of health, hygiene, nutrition child care, home management, population planning, basic agriculture practices and vegetable growing.

iii) To educate parents to ensure that their children stay in the school and maximize the benefits of primary school facilities available in the area.

iv) To improve the basic literacy skills of those who have access to television."

Papua New Guinea

As a country of striking diversity - geographic, linguistic and cultural - Papua New Guinea has a National Development Policy aimed at all-round development of its population. The estimated literacy rate in 1973 was twentyfive per cent.

The aim of the literacy programme in Papua New Guinea has been " to show participants that language can be written and that reading imparts knowledge."

Philippines

With the national literacy rate of 85.96 per cent the literacy programmes in Philippines have the following orientation :

" The overall goal of literacy programmes is to help the citizens through better co-ordinates adult and community education activities, become civic-minded and health concious, morally and spiritually upright, socially disciplined and culturally awake, educationally capable, self-reliant, and productive members of the New Society as well as dynamic and compassionate leaders of the community."

Thailand

Although the literacy rate in the age-group ten and above s 82 per cent, illiteracy is seen as an obstacle to development.

" The Thai Government recognized the crucial role of non-formal education in the developmental process of the nation. For example, the 1977 National Education Scheme includes the following provisions :

" No.14 - - It is urgent that the state establish and support various types of non-formal education programmes in order to provide the population with opportunities for education throughout their lifetime. It is expected, in particular, that these programmes will be useful for those

individuals who have never had the opportunity to enter the formal school system."

" No.15 - - The state should organize and support wide-ranging educational services for the poor and the physically, socially, and emotionally handicapped."

With respect to adult education these broad goals translate into the following specific objectives and major programme efforts :

" 1. Increase the percentage of rural adult education services, until a ratio of 80 rural to 20 urban/provincial town is achieved, by establishing provincial lifelong education centers which will utilize mobile units, walking teachers, radio corespondence and village-level interest groups and reading centers to serve rural populations.

2. Expand functional literacy programmes in general and provide opportunities for non-native speakers such as the Malay speaking population in the South and the hill tribe minorities in the North to develop Thai language skills and an understanding of Thai culture and society

3. Increase the practical (functional) nature of second-chance, continuing education programmes at the upper primary and lower secondary equivalency levels.

4. Stress short term vocational courses and activities for the rural population focusing on :

   a) agriculture, appropriate technology, and other related subject areas that will enable villagers to upgrade their current occupational practices and supplement their incomes, and

   b) skill areas that will aid under-employed villagers secure either more gainful employment or the basic prerequisites needed to enter full-scale job training programmes."

Socialist Republic of Viet Nam

" The existing illiteracy elemination and complementary education in the Socialist Republic of Viet Nam are divided into the following steps :

- Step one : Imparting the ability to read and write to the illiterate

- Step two : Implementation of compulsory primary education among literates.

- Step three : Providing the junior complementary education in various forms and with suitable content for cadres, youth, and working people.

- Step four : Providing selected cadres and youths with better education and sufficient Cultural, and scientific knowledge enabling them to do their work properly."

To enable illiterates to read and write is an important work but it is only the initial step, for the educational content in this step does not count much. To train the new type of man with a sense of collective mastership, comprehensive development and good virtues of the new working man in the large-scale socialist production, it is imperative to create good opportunities for the working people to obtain abilities at the later steps."

OBJECTIVES

It may be noticed that the words 'aims','goals' and 'objectives' seem to have been used interchangeably in the above excerpts. However, it is essential to distinguish between these. As already stated, aims are the broadest statements about intended outcomes of an adult literacy programme in terms of the national policies and priorities. Goals, on the other hand, are the intended outcomes of a particular adult literacy programme. Objectives are the various activities to be performed during the implementaion of a particular programme. Objectives can be general and statable in terms of broad units in a curriculum, or they may be specific and stated in terms of actual activities to be carried out throughout the programme. Objective may be stated in purely educational terms or in purely developmental terms. Generally both educational and developmental objectives are interlinked and dove-tailed in the curriculum. All objectives are listed in the curriculum in a systematic manner and form the day-to-day learning/teaching activity schedule.

The Case of the Philippines

This distinction (between aims, goals and objectives) is brought out very vividly in the status Report from Philippines. Although the three terms, aims, goals and objectives are used with overlapping meanings the three-way distinction is clearly illustrated.

"The Objectives

The broad objectives of literacy programmes in the Philippines can be traced to specific constitutional mandates. This includes Section 3 of Commonwealth Act No.80 which states that, "The objectives of adult education shall be to eliminate illiteracy and to give vocational and citizenship training." Section 8 (6) of the 1973 Philippine Constitution, in addition, states that, " The State shall provide citizenship and vocational training to adult citizens and out-of-school youths and deserving students." These provide the legal bases for literacy programmes in the country.

The overall goal of literacy programmes is to help the citizens through better co-ordinated adult and community education activities become civic-minded and health conscious, morally and spiritually upright, socially disciplined and culturally awake, educationally capable, self-reliant, and productive members of the New Society as well as dynamic and compassionate leaders of the community. Objectives and activities have, therefore, been identified for each of the following seven components of the Non-Formal Adult and Community Education programmes :

1) Education for Better Citizenship
2) Education for Better Health, Home and Community Life
3) Education for the Improvement of Moral and Spiritual Values
4) Education for Socio-Cultural Development
5) Education for Work-Oriented Functional Literacy
6) Education for Better Means of Livelihood
7) Education for Effective Leadership

The specific of objectives of functional literacy programmes in the country is to produce functionally literate individuals who can :

1) Speak and understand his language clearly and easily;

2) Read matters necessary for the improvement of his daily life;

3) Express his ideas in writing and be able to share them with others;

4) Have some knowledge of the history, government, culture and institutions of his community and country;

AND

5) Appreciate vital human relations."

As is clear, the term broad objectives in the Philippines Status Report stands for the aims. These broad objectives are provided by the constitutional mandates and reflect both the national policy as well as national priority. The overall goals are partly aims as defined above and partly goals. The components of non-formal and community education programmes are the goals per se. The specific objectives are partly goals as defined above and partly objectives in the sense of specific activities in the curriculum.

SPECIFICATION OF AIMS, GOALS AND OBJECTIVES

The specification of aims, goals and objectives is crucial for the construction of a meaningful curriculum. It is not essential to use the three terms listed above. Any other terms could be used or, indeed, only one term may be used to refer to the three concepts. But, it is of utmost importance that the distinction between the three should be maintained.

AIMS — provide the basic philosophy or intended outcomes of any adult literacy programme in terms of the national policy and priorities.

GOALS — provide the direction in which the programme has to move.

OBJECTIVES — provide the actual stages in the programme in terms of curricular activities.

PREVIOUS ATTEMPTS

While the concept of curriculum is fairly well established in educational planning, the process of curriculum construction

is not always well understood. Even in formal education curriculum construction is variously interpreted. In non-formal education and especially in the field of adult education the process of curriculum construction can be extremely complex. The process, essentially, is an exercise in matching ends and means within the framework of the aims and goals determined for such a programme. The objectives of the particular programme are then sequenced in the most systematic, optimal and economic manner. At every stage of the curriculum construction objectives and goals are matched with the national policy or aims.

The Indian Country Status Report refers to the changes in the realm of adult education in India in consonance with the national policy and priority. It is stated that :

> "The concepts and practices as well as strategies and priorities in adult literacy and adult education have passed through several stages. In response to national development goals and objectives different approaches to adult literacy and adult education programmes have been thought out. In 50's the dominant concept of social education was developed as a part of community development effort. In 60's,the emphasis moved to functional literacy linked to specific developmental objectives. An approach of linking literacy with rural development and agricultural out put was initiated for homogeneous groups of farmers engaged in producing high-yield varieties of crops. The"green revolution" which became a reality called for a combination of efforts including dissemination of agricultural knowledge and skills, imparting literacy and organisation of informational and communicational efforts. In the 70's, the concept of literacy was further broadened. It was visualised as an essential link in the programme of Human Development and the concept of Life-long Education was greatly emphasized. Non-formal education emerged as a major educational innovation and became an integral part of the educational provision at all levels of education and for all categories of learners. Priority in this programme was, however, given to out-of-school, mostly illiterate, youths in the 15-25 age-group. The programme of non-formal education eventually paved the way for a massive nation-wide adult education programme which was launched on October 1978. Under the National Adult Education Programme, adult education is aimed not only at acquisition of mere literacy and numeracy skills but also at functional development and creation of social awareness with a view to creating a will and skill among learners to transform the society. Adult education

has been considered a priority programme of socio-economic plan of the country. It is an integral part of the Revised Minimum Needs Programme whose thrust is :

a) to reach to the poor people,

b) to co-ordinate all such programmes with developmental departments,

and

c) to integrate them with area planning.

Another important development is that the Revised Minimum Needs Programme including adult education is not considered the sole responsibility of one Ministry, Department or Agency."

Such changes in approach to adult literacy are necessarily reflected in the curriculum design. Changes in approach to adult literacy may be brought about by shifts in national development strategies or through changes in educational philosophy. There are a few instances of curriculum construction processes practiced in several countries of the Region and elsewhere in the world. Some of the better known amongst these are summarized below.

The World Experimental Literacy Programme

In 1964, with the assistance of the Unesco, several countries started experimental functional literacy programmes. Several of these programmes were the first of their kind in the countries participating in the World Experimental Literacy Programme (WELP). Exercises in curriculum development carried out under the WELP provided many insights into the processes of curriculum development.

These functional (or work-oriented) literacy programmes were designed to fulfill well-defined goals and targets of specific developmental programmes in the various countries. In some instances the developmental programmes were very comprehensive encompassing total rural development, in other instances they were tied to specific development programmes like development of cotton cultivation or sheep breeding, etc. Development of curriculum for such programmes is based on a set of steps or operations which are systematically carried out :

1) The first and the most important step is to make a context study of the area where the functional lit-

eracy programme is to be implemented. The context study includes the study of the geographic, demographic, economic, socio-cultural, linguistic and educational situation.

2) The second step is to specify in terms of the developmental programme, the socio-economic as well as the technico-occupational objectives for the functional literacy programme.

3) The third step is the study of the target group. This can be achieved by following one of the two approaches listed below :

(a) Objective-Oriented Approach :

Under this the target group is studied through the method of job or task analysis. First, the expected roles and functions of the target group are prepared in terms of the socio-economic and technico-occupational objectives determined under step two above. At the same time, profiles of competencies, skills, attitudes and knowledge for performing the expected roles and functions are prepared. Next, tests are conducted to ascertain the existing competencies of the target group. Comparison between the expected competencies and existing competencies yields the list of learning needs which go into the curriculum for the functional literacy programme.

(b) Problem-Oriented Approach :

Under this approach, the problems that impede the fulfilling of the development programme objectives are identified. The methodology for the identification of problem may vary from situation to situation. After this, educational interventions are prepared to overcome these problems. The educational inputs necessary for the solution of the problems make up the curriculum for the functional literacy programme.
The second approach i.e. the problem-oriented approach has been further refined under the well-known Field-Operational Seminar Method which has been used in many development oriented literacy programmes with considerable success.

However, the curriculum development processes outlined above are, both, essentially technocratic models which are prescribed from outside by agencies or individuals who identify the needs of the learners within the limited scope of the particular development programme. The participation of the learners in the process of curriculum development is very restricted and insignificant.

The Thematic Investigation Approach :

Another process of curriculum development for adult literacy that is practiced by some countries has come to be known as the Thematic Investigation Approach. First proposed by Paolo Freire in his book "Pedagogy of the Oppressed", this approach aims at raising the consciousness of the learners who begin to question and inquire, into problems of 'being' through 'dialoque and self-awareness. Within this approach literacy is seen as 'liberation' rather than a set of skills or a medium for receiving technical knowledge.

The method of curriculum development under this approach involves four well-defined stages :-

1. Stage One : Under this the literacy workers study the area where the programme is to be initiated to discover the contradictions and the level of awareness in the society. They identify the limiting factors and 'generative themes' which would raise the level of awareness among the 'oppressed' members of the community.

2. Stage Two : Under this stage the literacy workers select some basic existing contradictions in the society and give them thematic content through 'codification'. The purpose of this thematic codification is to generate critical awareness among the learners leading on to reflection and dialogue.

3. Stage Three: Here the codifications are subjected to 'thematic investigation' by the learners themselves in order to perceive their roles in the basic contradictions earlier codified. This leads to a new awareness in the learners.

4. Stage Four : Here the themes or codifications are converted into actual teaching/learning packages and strategies.

EXPERIENCES IN THE REGION

In addition to the two broad approaches briefly outlined above, a number of other attempts at curriculum development by several countries in the Region are summarised below :

Afghanistan

"We have developed curriculum materials both for formal and non-formal education to fit the needs of the people. This is based on the political aspects of the Revolutionary Government. The main objectives of the Government are to solve the immediate basic needs (Food, Cloth and Shelter) for the masses."

Bangladesh

"Agriculture, Poultry, farming, gardening, co-operatives, public health and sanitation are included in the syllabus First aid also has been included on the demand of the learners."

Burma

"Curriculum Development

At the initial stage of the Literacy Campaign in Burma, the teaching of the three R's to the adult illiterates was through the children's books in the primary schools. However, it was soon discovered that these textbooks were not suitable for the adult learners whose intelligence level was much higher than that of the children. Thus, the curriculum for the adult learners was developed in 1968. Since then the Curriculum Development Committee has been most careful in revising and modifying the form and content of the adult Readers."

Methods of Curriculum Development

a) Criteria

The curriculum for the adult illiterates was developed on the following criteria :

(i) The subject matter of each lesson in the textbook need not be explained to the adult learners as they have already had the necessary knowledge pertaining to their way of life.

(ii) The content of the Reader must be such that it does not include anything that has no direct relationship with the everyday life of the adult learners.

(iii) The lessons must be written in simple sentences and the vowel-consonant combinations must be introduced by stages.

b) Centralized

The development of Curriculum for the Adult illiterates may be said to be centralised programme as the Curriculum Development Committee, one of the three main Sub-Committees, is solely responsible for the development of curriculum and production of adult textbooks. However, the feedback obtained from the various Campaign Committees and the information received from volunteer teachers through reports, questionnaire and personal interviews are carefully analysed for revising, modifying and improving the curriculum.

c) Agency

The Development of Curriculum for the adult illiterates may be regarded as a team-work as several Government Departments work in co-operation with one another in developing the curriculum."

India

A. Curriculum Development

The basic objective of an adult education programme is to make it relevant to the needs and aspirations of learners and their environment and to link it with the national development programmes. In order to fulfill this objective, it is necessary to develop curricula on as much decentralised basis as possible. Efforts have been initiated in this direction through the Directorate of Adult Education, which is the national resource agency and technical wing of the Ministry of Education, State Resource

Centers and a number of prominent voluntary agencies. District agencies for resource support are envisaged for developing decentralised curricula tailored to meet the learning requirements of different groups of learners in different environments. As it was difficult and uneconomical to develop teaching-learning materials for such localised specific programmes, the strategy initially adopted is to identify homogeneous groups of learners having some commom interests, needs and problems and to develop proto-type curricula around these problems. In such proto-type materials, the emphasis is more on the procedure and techniques of developing them rather than giving a ready-made solution. With the help of these proto-type curricular materials, it has been possible for different agencies at the State and district levels to develop their own programmes and materials based on area specific requirements. Based on the approaches described earlier, several innovative projects were developed from time to time:

- development of curriculum for farmers' functional literacy programme
- development of curriculum by Shramik Vidyapeeths (Polyvalent Adult Education Centres) for workers in organised and unorganised sectors
- Curricula for non-formal education programme for out-of-school youth in the age-group 15-35
- Curriculum development for illiterate mothers under the Integrated Child Development Projects
- Curricula for fishermen in Andhra Pradesh
- Curriculum for slum-dwellers in Calcutta
- problem centred curricula for farmers engaged in high yielding variety of Jawar and Bajra in Jaipur District.
- Proto-type curricula for National Adult Education Programme."

B. The Curriculum

We formulated an outline of the curriculum for this particular region ; the local problems, principal occupations, habits, addiction and social customs were incor-

porated for the purpose of primer development. The tentative outline of the curriculum was divided into seven different content areas, viz.

i)	Gopalan	(Dairy development)
ii)	Kheti	(Agriculture)
iii)	Bal Gopal	(Child care)
iv)	Panchayat ka kaj Gram Swaraj	(Panchayat and Gram Swaraj)
v)	Teej-Tyohar	(Local festivals)
vi)	Bure Reet-Riwaj	(Common social evils)
vii)	Swavalamban	(Self reliance)

With these sever content areas, which we called ' 'Saptapadi of the curriculum', a primer in local dialect was conceived.. We thought of a primer which would give adequate information about these content areas and would involve the learners."

C. Curriculum Development :

A curriculum, which explains the whys and hows of the teaching-learning process, was regarded as a must for preparation of the new materials. The syllabus which came into being with the listing of the identified problems and subtopics provided the base for curriculum development. A material preparation team, comprising of a curriculum designer, writer, subject matter specialist, linguist and audio-visual expert was formed for elaboration of the curriculum.

A deep probe into the elements of the problems marked the beginning of the curriculum development process. After grouping the problems into broad subject areas, they were broken down into instructional units and sub-units. Each unit or sub-unit had reference to one or more problems of local nature. Each problem was considered separately and elaborated into the following components :

Problem area, problem identified/analysis of the problem, objectives of dealing with the identified problem, concept to be introduced, obstacles faced in finding the solutions, lead questions for discus-

sion, remedial measures, media to be used and number of sessions required to deal with the problem.

The objectives which have guided the task of curriculum preparation have centred around the ideas of making the adult understand that :

- they can solve their own problems,
- adoption of new ideas and practices and activated participation in civic life contribute positively to finding solutions of their problems.
- literacy skills help a lot in making effective use of technical and vocational skills."

Indonesia

"Curriculum

The context of the learning material is similar to the curriculum of elementary school which was written in 1975, plus and minus certain items, and has more variety because the contents are made relevant with everyday life. If covers items about the citizens themselves, their home environment including kitchen, bathroom, lavatory, yards, neighbourhood, village, etc. The learning material, the principles of concentration, and human beings are the point of references of all activities. Certain items in curriculum of the elementary school which are considered too intelectual and irrelevant in everyday life are deliberately not included in the learning material. The arrangement of curriculum framework is implemented and made inter-departmentally."

Nepal

'Curriculum Development

It was felt highly neccessary that the curriculum that is set for our adults should be something not just given by us but something really wanted by them. Therefore, experts from health, agriculture and education were sent to the places where the programme was conducted. They surveyed the local environments of eight districts and collected necessary data. Based on these data Adult's. Primer, Arithmetic, Agriculture and Health textbooks were

developed and were used in the formal method, and at the sessions where informal methods were applied Adult's Primer and Arithmetic texts were used with the Agriculture and Health books only when the messages that they contained applied to that particular place. Before the final texts and other materials were produced many materials came in the form of booklets and pamphlets. As the programme continued, materials were revised based on the findings obtained by means of observation, etc. before bringing them in the form of textbooks. Three separate committees, namely, Agriculture, Literacy and Health committees were formed. These were composed of experts from different fields. These committees were wholly made responsible for setting curriculum for the respective areas assigned to them.

It has been a matter of great concern for curriculum developers as to how to strike the balance by maintaining just one curriculum throughout the kingdom. The needs, concerns and languages of people vary from place to place. It is also not possible to have a separate curriculum for each and every place at the same time it is erroneous to believe that one single curriculum can effectively serve the entire rural masses."

Philippines

"The Curricular Approach

The curricular approach utilizes curricular content and experiences that are well organized and properly sequenced according to difficulty. It utilizes formal teaching techniques, facilities and equipment as in formal schooling. The suggested time coverage is determined by the particular group usually an average of 30 minutes daily, Monday through Friday.

The needs, problems, interests and resources as revealed by surveys are used to enrich the curricular offerings and to vitalize learning. The knowledge, skills and abilities are acquired by the pupils and students together with the youths and adults which are carried over from the classrooms to the homes and the community. This is also known as the unitary approach. The Laguna Approach is a variation of this approach where lessons are conducted out in the community where children, out-of-school youth and parents and other adults learn together. This curriculum approach is an effective means of causing co-ordinated

interaction between the school and the community and between the child and the adult, which eventually bring about improved community living."

Thailand

"The Curriculum and Text-book

Based on Thai Adult Education Division's philosophy "Khid Pen", the application for programme purposes encourage people to change themselves, or their environment or both but not to endanger themselves, emotionally or physically or their envirenment in the process. In programme terms the following general tenets emerge :

-- curriculum should focus on the real and immediate problems of adult learners and their community ;

-- materials should pose problems or describe potential problem conditions and provide related technical information or indications as to where such information can be obtained ;

-- learning sessions should be held in an atmosphere conducive to sharing experiences and ideas ;

-- the instructional processes should require learner participation, draw on learner experiences, and seek learner solutions to learner and community problems ;

-- the teacher's role in discussions is to facilitate, to encourage learners to consider the problems and their potential solutions in light of their own situation and that of their community and the best technical knowledge available. Special concern should be directed to the individual and community contexts as these matters are often neglected in school traditions which emphasize technical knowledge."

CURRICULUM DEVELOPMENT PROCESS, NATIONAL PRIORITIES AND OBJECTIVES

As has been stated above, it is essential to determine the objectives of an adult education or adult literacy programme on the basis of the goals and aims of such a programme within the context of the national policy and priorities. As in the case of the Philippines example cited above the general aims of a literacy programme may be determined by the highest body in the country either within the framework of the national policy or through constitutional mandates and so on. The next step is to determine the goals of the literacy programme within the broad framework of the national policy and aims, and the specific outcomes expected from such a programme. These goals may or may not be linked with the national development goals. As we have seen in the various examples from country status reports, not all countries have literacy programmes linked with development. In some cases, the goals of literacy programmes are either purely literacy training or literacy combined with social education, including family life education, or other.

Objectives and Local Needs

The goals of an adult literacy programme have to be determined by a national planning body and there can be no external criteria for the determination of these. What is important is to ensure that the objectives (to be incorporate in the actual curriculum as specific activities for translating the goals into action) are determined with reference to the local and specific needs of the region and the people for whom the programme is intended. It is in the translation of goals into curriculum objectives and activities that the community and the adult education personnel must work hand in hand. It is imperative that the curriculum designer, the educator and the development agent should objectively study the projected area of operation and, with the assistance of the intending learner, identify the curriculum objectives. It is here that the participatory method is most desirable.

Tools for Collecting of Data

In order to achieve this it is necessary to design several tools for collecting the requisite information and facts about the programme area and the learners for whom the programme is being designed. The different steps involved in collecting the data, its analysis and identification of the local needs and problems can be summarised as follows :

1. Seeking the participation of the local people.

   This is most effectively achieved by initiating the entire operation through a planned local committee involving the various local people including the local elders, leaders, opinion leaders, teachers, professionals, educated persons, youths, women and prospective learners.

2. Collection and analysis of data ;

   All available pertinent data have to be collected. This information will ultimately help in the determination of the objectives and will contribute to the successful implementation of the programme. To collect all available and pertinent data the following basic criteria must be kept in view :

   a) all possible people, institutions, organizations, sources, etc. must be consulted. For example, local leaders, trade ard industry, governmental and educational institutions, records of various public agencies, newspapers, and so on.

   b) the basic data must be related to location, total population, occupation, income, religion, class (caste), main occupation, communication, educational facilities, literacy and illiteracy rates, medical facilities, drinking water, electricity, employment, official and administrative machinery, co-operative and credit facilities, and so on.

   c) basic information on agriculture, health, education, development, etc. must be collected.

Analysis of the various kinds of data so collected has to be carried out in juxtaposition with the national policy and the developmental plans drawn up for the specific area. The actual methodology for analysis may vary from situation to situation, but a structural or systems analysis may be found most fruitful.

3. Determination of objectives on the basis of the developmental and educational needs of the community/future learners.

4. Indentification of anticipated problems or obstacles in achieving the set objectives of the community. The problems or obstacles may exist in the shape of physical difficulties like quality of soil, water supply, terrain, etc.; or in the social customs or traditions, or through some individuals who find the development and educational plans detrimental to their narrow and personal interests.

5. Finding solutions to these problems

   Solutions to the various identified problems will naturally vary. The solutions may be found through developmental intervention, or through legal action. But the solutions that are pertinent and relevant within the literacy programme would be largely educational.

6. Preparation of a curriculum designed to meet the objectives, overcome the obstacles and utilize the available resources. The curriculum should indicate the specific activities - both educational and developmental - that will be undertaken to achieve the set objectives.

THE UDAIPUR EXERCISE

The participants of the Udaipur Workshop considered the various methodologies and steps in the formulation of a curriculum. The theoretical and conceptual issues were discussed by a panel of participants who presented their views to the Plenary and further discussed the various issues. The report of the panel as it emerged after the Plenary discussion makes many very significant points which have been touched upon above.

Discussion
Panel on Curriculum Development

In several Asian countries, traditional adult education programmes have been literacy-oriented, aimed at teaching adults to read and write. Despite several techniques, such as subject-oriented approach, problem-solving approach, work-oriented literacy, and conscientization method', evolved

and used over the years, the emphasis has been on how the adult can be taught to master 'the magic key' to literacy. Obviously, such programmes have not attracted the poor and illiterate adults nor have they convinced them of the value of literacy in their lives. Two major hurdles faced by adult literacy efforts are -

(i) the difficulty in motivating illiterate adults

(ii) the problem of sustaining their interest sufficiently long to help them to master the skills of literacy. The literacy curricula have so far not really helped in overcoming these difficulties.

In recent years there has been a wider recognition of this inadequacy of traditional literacy programmes and of the need to design functionally oriented curricula to meet the requirements of the adult learners' day-to-day concerns on the one hand and to take into account the national developmental goals, on the other. In such an approach to the formulation of curricula, adult literacy is seen as an integral part of the methods of human resource development.

(i) Concept

When conceptualizing the objective(s) of the curriculum, it is important to reflect the development goals and national directives, and the needs of the learners (the people). Such objectives need to be cleary defined and stated as they provide the basic frame of reference in the process of developing the total curriculum.

(ii) Process

Adult literacy programmes have to be related to identifiable needs of the groups of learners and, therefore, would ordinarily be preceded by a survey of such needs. The curriculum development process, thus, generally includes activities such as the study of environment with special reference to the identification of needs and interests of the community and the learners' profile.

Quite often subject specialists, instructors, and even extension agents are asked to formulate a curriculum. Most frequently, curricula designed in this manner are based upon intuition and subjective opinions, and experiences having no relevance to the realities of the learner-group situations.

To ensure a meaningful programme, a systematic procedure that builds curricula around the learners' everyday vocabulary and their familiar activities and concerns, is necessary. An initial survey is therefore suggested as an important means of identifying pertinent needs of potential learners. Such an initial survey should take into account :

- traditional way of life
- needs other than literacy which may be given priority by the learners
- socio-cultural values and attitudes of the people
- economic conditions of the people
- the developmental activities
- the occupational structure of the community
- existing and potential resources in terms of manpower; technical assistance which could be utilized in planning and organizing the programmes.

A survey helps in deciding an appropriate methodology to be followed in taking the programme to the learners (people) and facilitating their participation in the learning activities. This will also help in the greater involvement of people in deciding the curriculum content. Constitution of expert curriculum groups is another modality practised in formulating curricula particularly when decisions regarding programme content are centralized. The curriculum content, in fact, provides the basic frame of reference for determining teaching-learning materials and activities as well as training methodology. The content and strategy of orientation and training programme of instructors, animators, supervisers and organizers are designed keeping in view the curricula, objectives and contents. Curricula goals and content also provide the 'bench marks' for monitoring, review and evaluation.

(iii) Methodology

Based on the data and information obtained, it is possible to decide how a relevant curriculum could be formulated to meet the needs of the people within the framework of nationally stated goals. The information and data based on the survey could also help in elaborating the programme content and in arranging learning sequences; in the identification

of agencies and experts who need to be involved in implementing the programme; in the production of materials/aids which would be required for organizing teaching-learning activities; and in the learner groups in continuing their participation in such learning activities. In other words, this process is likely to help in deciding appropriate methodology to reach the learners' objectives and needs. The curriculum, thus designed :

- should impart skills in literacy and numeracy so that self-reliant learning may take place;
- should enable the learners to get a basic understanding of the social and physical environment in which they work and live;
- should develop in the learner attitude of self-reliance and initiative;
- should lead them to constructive action;
- should prepare them for parenthood and better family and community life;
- should enable them to realize their rights and responsibilities.

Field Study and Curriculum Development

Using the broad steps enumerated above, the Participants of the Udaipur Workshop selected four areas around the city of Udaipur and collected basic information necessary to construct sample curricula. Each of the four areas was visited by by a group of participants. Each group devised its own tools for the collection and analysis of data and for the determination of objectives.

While each group followed a specific method for the elicitation and collection of data, there was general agreement on the "elements considered essential for curriculum construction."

As listed in the Workshop Report the following elements were considered essential ;-

1. Clearly stated national goals for development and policies for adult education.

2. Identification of target groups in accordance with the national goals.
3. Identification of communities where target groups are located.
4. Survey of these communities in order to :
   i) study the physical, socio-cultural and economic aspects;
   ii) Study the developmental needs;
   iii) identify the developmental inputs already effected;
   iv) discover the felt and real needs of the community as a whole and the target-group in particular;
   v) identify factors and problems inhibiting development;
   vi) identify agencies and structures responsible for development;
   vii) identify resources, material and human, in the community.
5. Analysis of the survey data.
6. Formulation of curriculum to :
   i) propose strategies, both educational and developmental to fulfil the needs of the community in general and the target-group in particular;
   ii) translate needs and strategies into learning objectives and methodologies;
   iii) formulate content areas;
   iv) delineate tasks to be performed by various agencies, developmental and educational;
   v) indicate educational inputs and targets in terms of literacy, awareness and functionality;
   vi) identify media to be utilized or commissioned for each content and learning unit.
7. Writing of appropriate materials for each content and learning unit.
8. Devising evaluation tools for evaluating the curriculum through the teaching-learning process.

Sample Curricula

Within the framework of the elements listed above and in Section-2, the four field study groups collected information from the four pre-selected villages situated around the city of Udaipur. The "information was collected through a questionaire, face-to-face interviews, observation and group discussion."

At the end of the field study exercise, the four groups developed sample curricula. Brief examples from these samples are given below. In the samples, only fractions of the tabular listings of the four curricula are given as illustrations :

AMPLE A

1	2	3	4	5	6
leeds and Limitations	Obstacles	Remedial Measures	Contents	Learners' Objectives	Teaching Strategies
- Occupation small landholding - Rocky and infertile land - Insufficient opportunity for employment	- Low ambition as a result of cultural tradition - Absence of real alternatives - No technical know-how - Lack of initiative and poor work habits	- Provide knowledge about agro-based occupations - Provide knowledge of real alternatives and modern farming techniques - Encourage to take initiative for proper work habits - Maximum use of resources available - Developmental projects for generating employment	- Agro-based occupations (horticulture, animal husbandry, poultry, dairy farming, agronomy) - Multiple cropping - Co-operative marketing	To enable the learners to: - gain knowledge about agro-based occupations - know real alternatives and modern farming techniques - develop skills to use resources available - know the developmental projects going on for generating employment - know multiple cropping and co-operative marketing - take initiative (responsibilities) - participate and co-operate in developmental activities - to locate proper employment opportunities - co-operate with developmental agencies to organize works for employment	Discussion through charts and posters Discussion through charts and posters Discussion and group action Discussion and interview of Pradhan Panch* and other related agencies * (Head of Local Self-Government Unit) Discussion and observation Group action Discussion

SAMPLE B

1	2	3	4	5	6	7
Conditions	Needs	Learning Objectives	Contents	Methodology and Learning Techniques	Materials, Tools and Media	Evaluation
Health	1. Availability of pure drinking water	1. a) Knowledge of the importance of pure drinking water b) Purifying water for drinking	Technique of purifying water	– Reading materials Discussion Demonstration	– Primers, Audio-visual aids	– Evaluation to be direct as well as indirect based on questionnaires and observations as well as discussions
	2. Prevention and treatment of malaria and skin diseases	2. Knowledge about causes and prevention of malaria and skin diseases	About insecticides, disease-causing germs, life cycle of mosquitoes treatment and eradication of the diseases	– Learning materials Discussion Demonstration – Learning materials Adaptation from departmental publications	– Primers Adaptations from materials of the Health Department, stories and other	
	3. Improved food	3. a) Knowledge about providing balanced diet from available food	Use of green vegetables, meat, poultry and milk			
		b) Protecting food from dirt, insects and other	Use of food containers, etc.	– Demonstration, discussion with resource persons	– Demonstration	
		c) Improving cooking practices	Improving cooking technique	– Discussion and demonstration	– Audio-visual aids	
	4. Improved pre-natal, post-natal care and child bearing practices	4. Knowledge of pre-natal, post-natal care and child bearing practices	Elementary knowledge of anatomy and physiology		– Primers – Audio-visual aids	
	5. Care of personal and community hygiene and sanitation	5. a) Knowledge of daily bath, brushing teeth, keeping the hair and nails clean and other	How to brush the teeth, advantages of regular bathing, etc.	– Demonstration and discussion	– Soap, clean towels, tooth-paste	– Expert group which may include outside agencies
		b) Having ventilators and windows in houses	Where to have the ventilators	– Follow-up materials, stories, etc.	– Follow-up materials	
		c) Keeping the cattle under a separate shed	Effect of bad odour and animal refuges on health	– Discussion and demonstration	– Primers Adaptations from publications of the Ministry of Health	
	6. To know about the medical and health services	6. To learn about the availability of health services and medical facilities	Scheme of medical services Location of Primary Health Centres Free medical aids		– Primers Audio-visual aids – Software developed by the resource persons	– Charts and maps, adaptations from departmental publications

Priorities and objectives

SAMPLE C

Content Area	Learning Objectives	Content Specification	Teaching-Learning Materials
1	2	3	4
Education	(a) To create an understanding and appreciation of the role of education in the total development of the society. (b) To introduce, cultivate and sustain literacy and numeracy skills besides creating an awareness for better environment and functional skills.	i) Educational situation in Pai (name of village) ii) Education and Development-Relationship iii) Educational needs of Pai iv) Primary Education v) Drop-outs, left-outs and push-outs vi) Illiteracy- its causes vii) Literacy and Adult Education viii) Adult Education Centres - non-formal approach ix) When a boy is educated an individual is educated; when a girl is educated; a family is educated. x) Secondary Education xi) Education imparts skills in many areas; increased employment opportunities.	1. A lesson in a Primer 2. A lesson in a Supplementary Reader. 3. A poster 4. A series of Flash Cards with the script 5. A proto-type script in English for radio (format-talk) which could be used as a printed material to be used for post-listening discussions 6. A proto-type script in English for radio (format-dialogue)

SAMPLE D (cont'd)

1	2	3	4	5	6	7	8	9
Needs/Problems	Learning objectives	Suggested content	Linkage	Method	Materials: Instruction	Materials: Motivation	Materials: Follow-up	Evaluation
Mobilizing resources for development	1. To be aware of the resources available in the community a) to enumerate resources in the community b) To tell realistically which of these are utilized or not utilized fully c) To explain why these resources are not fully utilized	D.K.G. (abbreviation for name of village) has many resources both natural and human. Some of these resources are water, land, animals, etc. Some of these are utilized; some are not utilized fully due to lack of water, awareness, poverty and social problems	Adult education agency and people themselves including the learners' groups; *Panchayat* (Local Self-Government Unit)	1a. Questions and answers based on observation	Pictures of resources	Pictures of resources being utilized	Reading exercise on resources	Are the people aware of existing resources Oral test
				b. Group discussions	Reading exercises	Pictures of under utilized resources	Reading materials on utilization of resources	Do the people observe simple ways of utilizing resources ? Observation
	2. To understand why the local community has not progressed during the last several years a) To enumerate why D.K.G. has changed slowly or made little progress b) To identify the problems faced by the people c) To explain possible causes	D.K.G. has progressed little during the last several years because of poverty, lack of social cooperation, poor health habits, etc. Unavailability of water for irrigation and drinking	Community, adult education agency and *Panchayat*	2a. Questions and answers	a. Pictures of D.K.G. Reading exercises	Pictures of more progressive villages	Reading materials on visit to Udaipur	Questions on awareness of a better condition as seen in a more progressive village or town
				b. Group discussions	b. Reading materials; posters	Series of pictures indicating problems	Stories on actual conditions in the village	Are the people aware of their existing problems? Instrument and oral questions and awareness
					c. Pictures of existing conditions		Short stories	Can the people tell in a few sentences why they have such problems?

SAMPLE D (cont'd)

1	2	3	4	5	6	7	8	9
Needs/ Problems	Learning objectives	Suggested content	Linkage	Method	Materials: Instruction	Materials: Motivation	Materials: Follow-up	Evaluation
	3. To get acquainted with possible solutions to the water problem	There are many solutions, as:	The community, the adult education agency, Block/District level functionaries and the task groups; *Panchayat*	3a. Resource persons	Pictures with captions	A series of pictures with one or two sentence stories	Related reading exercises	Do the people realize the need for solving the problem of lack of water? Questions and answers
	a) To explain how the dam project could be executed	A dam can be constructed Joint action of the people, etc.		b. Discussion	Series of pictures	Pictures of more progressive village with captions	Related theme reading exercises	
	b) To list reasons why a dam is needed	To list reasons why a dam is needed						
	c) To enumerate the benefits that can be derived from the dam	The dam can be used for irrigation, drinking water, forestation, etc.		c. Discussion	Series of pictures indicating the benefit	Pictures to indicate the future life of villages	Related reading exercises	
	d) To explain the economic uses of the water which may be available	Economic uses such as mentioned above		d. Discussion	Pictures regarding the use of water with captions	Pictures on the use of water with questions	Related reading materials	
	e) To discuss advantages and disadvantages, if any	Some advantages are: – increase in production – employment – occupation for women – change in attitude		e. Discussion	Picture of a dam with caption	Pictures of various uses of water with one or two sentence stories	Related reading materials	
	f) To make tentative decisions; to prepare a written plan of action	Some disadvantages are: – some may lose their land because of the dam		f. Group meeting	Picture of a dam with caption	Series of pictures with caption showing decision making processes	Related stories or poems to be memorized or recited	Are the people organized and ready to carry out and influence the project? Questions and answers and observation
	4. To gain skills in planning and carrying out the plan of action	Some skills are needed in carrying out the plan such as: organizing, planning, leadership, implementation, evaluation and literacy (3Rs)		4a. Brain storming	Reading exercise on the plan	Reading and writing a letter	Related stories or songs	
	a) To work out specific steps to implement the plan							

SAMPLE D (cont'd)

1	2	3	4	5	6	7	8	9
Needs/ Problems	Learning objectives	Suggested content	Linkage	Method	Materials: Instruction	Materials: Motivation	Materials: Follow-up	Evaluation
	b) To organize a committed task force to make preliminary contact with the people			b. Group meeting	Pictures of the *Panchayat* meeting, with captions	Creative poems about co-operation	Stories about good leaders, songs on a leader	
	c) To present plans to the community and other authorities for support and assistance			c. Discussion	Reading exercise on the plan	Reading exercise on the origin of D.K.G.	Stories about the power of the labourers, dancing and songs of the village	
	d) To organize work group			d. Group meeting	Reading exercises and posters showing solidarity	Reading materials on Indian history describing co-operation and unity for independence	Pictures of local and national leaders with related stories	
	e) To evaluate progress from time to time			e. Consultations	Pictures-then-and-now and with one or two sentence stories	Reading of creative stories by the adult learners	Poems and songs	
	5. To gain an understanding of the need for consuming water resources	Water and other local and natural resources should be consumed	Task group, community, adult education agency at Block and District levels, technician, task group and *Panchayat*	5a. Resource persons	Pictures with one or two sentences stories showing a dry river	Contrasting pictures on conservation with one or two sentence stories	Stories on the ill-effects of over-utilization of water and forests	Do the people actually consume water for drinking and irrigation? Improved ways of irrigation. Observation
	a) To tell realistically the effects	Land erosion; application of simple scientific principles such as relation between vegetation and rainfall						
	b) To explain how forestation can consume water in the area			b. Question and answer	Pictures with captions	Series of pictures with stories	Creative poems and songs	
	c) To list possible ways of consuming water	Proper and improved ways of irrigation		c. Demonstration	Pictures with captions.	Series of pictures with stories	Simple demonstration on the farm	

Priorities and objectives

SAMPLE D (cont'd)

1	2	3	4	5	6	7	8	9
Needs/ Problems	Learning objectives	Suggested content	Linkage	Method	Materials			Evaluation
					Instruction	Motivation	Follow-up	
	d) To discuss how water can be utilized for drinking, irrigation and industry	Proper distribution of water among villagers Water can change the life and industries of the people			Reading exercises		Reading materials on the demonstration	

DEVELOPMENT OF TEACHING/LEARNING PROGRAMME

Translating the curriculum

Construction of a curriculum for an adult literacy programme is not an end in itself. Once the curriculm is determined, its implementation has to be ensured through a well-planned teaching-learning programme. Although an adult literacy programme may have a developmental component, the implementation of the curriculum depends on the educational component. In fact, even the delivery of the developmental component is linked with the effectiveness of the educational component. For instance, a successful literacy programme should impart to the learner the ability to understand the developmental needs and available facilities, including alternatives,through having acquired both literacy skills and awareness of the availble developmental programmes and facilities. Even without the developmental component, a literacy programme should, through the educational component, impart confidence and self-reliance so that the learner may better perceive his environment and problems and seek better solutions.

Selection and sequencing of content

In order to achieve this a curriculum has to be converted into a sequence of teaching-learning activities based on the known principles of selection and sequencing. First of all it is necessary to find for each objective-activity in the curriculum a content. This is necessary and logical because, in order to present a concept or an idea or a fact, it is essential to identify a 'known' content which would be easily identified by the learners and to use this content to introduce the concept or idea or fact related to the particular objective-activity. In any teaching-learning programme the units of content or content-areas can be theoretically infinite. However, due to constraints of resources and time, it is not ever possible to extend a programme indefinitely. It, therefore, becomes obligatory to choose, from a very large number, a finite number of necessary and sufficient content-areas. This is essentially what is meant by selection of

content-areas. In other words, selection of content areas involves choosing the most appropriate and optimal number of content areas to cover the curriculum.

Once the selection of content areas has been effected, it is necessary to sequence them in a graded fashion to present the most efficient learning sequence. For instance, grading involves that the familiar must precede the unfamiliar, the simple must come before the abstract and so on. These basic principles of grading apply both to content (concepts, ideas, etc.) and language.

Let us take the example of literacy. In introducing the letters of the alphabet, simple shapes should be taught before complicated ones; more frequent letters must come before the less frequent; single letters before combinations.

The procedures of selection and sequencing are highly complex and often need assistance from specialists in this field.

It would be sufficient to point out here that the specification, selection and sequencing of content areas contributes directly to the implementation of the teaching-learning programme as well as to the writing of appropriate materials for supporting the sequence of objectives in the curriculum. Unless the units or content areas in the teaching-learning programme are adequately ordered, it would be difficult to develop appropriate materials. It is clear, therefore, that the total activity from the statement of general aims to the development of materials to the implementation and evaluation of the programme is a well-knit and planned process.

Content Areas and Learning-Teaching Strategies

There is no single teaching method which is pre-eminently ly suited to adult education or adult literacy. In most situations the actual learning-teaching strategies employed are identified and adjusted even as the programme is being implemented. Through experience in many literacy programmes, it has been discovered that the conventional teaching-taught equation of the formal educational system does not work effectively in literacy programmes. The failure of the unidirectional teaching method is caused by the fact that the learners in an adult literacy programme are usually adults who are already performing various roles in society. It is difficult for these people to adjust to the slow atomistic technique of teaching which is characteristic of the formal systems. It becomes necessary, therefore, to identify learning-teaching strategies which can satisfy the learning needs of these learners.

Mutual Learning

In most adult literacy programmes the learning process is muli-directional and mutual. Each of the learners is an individual with unique experiences which provide invaluable information and knowledge for the rest of the group. In this way the experiences of each individual become learning units for others and each individual learner learns from the others adding to his fund of experience, information and knowledge.

Group Discussion

The most effective method for mutual learning is group discussion where each member of the group gets an opportunity to express his views on a particular content-areas. In addition to the sharing of views and experiences through this method, the learners also uncover some of the crucial processes of social inter-action. A discussion group makes a group of individuals aware of each other's views and should make them realise that there are as many ways of seeing and interpreting a situation or a problem or a relationship as there are individuals.

This method of learning should ultimately lead to a sense of tolerance and accommodation for the other person's views and sensibilities. It might be mentioned that in every discussion, either a chosen individual from among the group or the literacy worker has to moderate the discussion.

Group Meeting

A variation of the group discussion is the group meeting where some members from the group, in turn, present their views on a particular problem or issue which is of interest to the entire group. The group meeting technique is particularly suitable when the learning activity is directed towards action on a particular issue.

Brain Storming

While both group discussion and group meeting techniques have pre-determined problems and issues that are considered by the group, a brain storming session is usually set up to discover areas of future learning and action. Brain storming is best utilized when new ideas and interpretations are required to deal with a problem or a situation.

Question-Answer

While the preceding methods are suited to mutual learning, certain aspects of literacy instruction require the literacy worker to act as the motivator or teacher. Even in such situations, it is always more fruitful to abandon the traditional teaching method in favour of the question-answer method through which the teacher motivates the learners to experience the learning situation more effectively.

Lecture Method

It is very common in an adult literacy programme to introduce the learners to individuals who are specialists in their fields of work and who are either directly connected with the developmental activities in that area, or who are equipped to transmit some useful information or knowledge to the learners. In such cases the inevitable method is the lecture method. In such cases, it is always fruitful to follow up the lecture with a group discussion with or without the presence of the lecturer.

Samples from Udaipur

While formulating the curricula the four groups of participants in the Udaipur Workshop attempted to list the various teaching methods most suitable for the various content areas identified for a particular curriculum. Each sample curriculum given above lists the various methods.

In sample 'A', for instance, column 6 lists the various 'teaching strategies'. These are : discussion through charts and posters; discussion and group action; interviews with various people; group action, etc. Sample 'B' adds 'demonstration'; and ' discussion with resource person'. Sample 'D' lists those discussed above and 'observation'.

The few methods discussed above and these given in the sample curricula do not exhaust all the possibilities. A resourceful and inventive literacy worker may innovate methods according to his needs. Also, it must be noted that no single method is used to the exclusion of others. A real situation often requires a judicious mix of the various methods.

Testing of achievements

It is not always possible nor easy to test the achievements of the learners in a literacy programme. The only area where conventional testing practices can be of some help is

in the area of literacy per se, i.e. for the skills of reading, writing and numeracy. But even here, testing of the skills without testing the content would be purposeless.

Ideally the achievements of the learners may be tested only with reference to the various changes envisaged by the curriculum and the programme. In the real sense, achievement can be measured only by measuring the impact that the programme has on the community as a whole and on the individual learner. The literacy programme should ultimately bring about a basic attitudinal change and awareness in the individual. It should help him perceive the reality and his social and environmental context in a more meaningful way. It should help him perform his roles without fear and freely. It should ultimately lead to an improvement in the quality of his life and through each individual learner to the improvement in the life of the total community.

MATERIALS DEVELOPMENT FOR IMPLEMENTING THE CURRICULUM

MATERIALS DEVELOPMENT

While translating the goals of the literacy programme into curricula objectives is a highly complex and complicated task, converting the curriculum into various kinds of materials is even more complicated. Materials development is a highly specialised activity which is essentially a team activity involving several specialists. A materials development team, ideally, should have on it people from the areas of development, education, administration, linguistics, subject-area specialisations, psychology, designing and so on.

Language in Materials Development

A crucial and central problem that is faced by the materials producer is that of language. In many countries in the Region, the question of language bears a great significance. Most of the countries have illiterate populations who speak several varieties of the same language or speak different languages. In most situations, the national policy requires that literacy training should eventually lead to the ability to read and write a particular national language.

However, it is always educationally more efficient to introduce literacy through the spoken language of the learners. The materials producers, therefore, have to attempt to introduce the literacy skills in a manner that the learner may learn to read and write the local as well as the national language.

Kinds of Materials

Given a specific content area in a curriculum the first task for the materials producers is to determine whether the content should be presented through a single or more than one kinds of materials. The different kinds of materials that are generally recognized as useful for a literacy programme are :

i. motivational materials

ii. instructional materials

iii. follow-up materials

iv. media soft-ware

It should be pointed out here that it is not essential that any one content area should be presented only through the one kind of materials. Frequently, one content area needs to be presented through all the different materials. In the curriculum sample 'D' listed above, it will be noticed that for every content unit all the three kinds of materials (instructional, motivational, and follow-up)) are indicated.

Motivational Materials

These materials are designed primarily to motivate different groups of people to participate in the literacy programme. While motivational materials for the actual learner-groups are essential, sometimes motivational materials for other groups like administrators, politicians, educated elite, local leaders and others are even more important. In many cases, motivating the influencial non-participant groups contributes directly to the success of the programme.

Instructional Materials

Instructional materials are usually packages of different sorts that include initial primers, work-books, teacher's guide, posters, audio-visual aids, etc., that are used during the contact programme. These materials are perhaps the back-bone of the entire programme and have to be prepared with great care. At the end of this section an excerpt from an Indian case study describes the process of developing an instructional primer.

Follow-up Materials

As the term implies these materials are written for the post-literacy stage during which the new literate is expected to use his literacy skills to add to his knowledge and read for pleasure. Writing of follow-up materials is also an important task because it is essential to facilitate the learner in his attempt to graduate to reading the standard available literature.

Media Soft-ware

Media software does not constitute a kind of litercy material different from the three listed above.

It is, in fact, a special methodology for producing any of the other three kinds of materials for use in the electronic media such as film, radio and television. Since the use of educational technology has caught the imagination of educators all over the world, adult literacy can also take advantage of the several innovators in this field. With the introduction of educational satellites, adult literacy may take on totally new dimensions for which the materials support would have to be available.

The Learner and Materials Development

As has been already pointed out above, in an adult literacy programme the learner plays a pivotal role. In materials development too, the learner plays an important role. New and exciting experiments in literacy materials, involving the active participation of the learners, are being conducted. The learners are invited to orally compose materials reflecting their experiences which are then reduced to writing and used in the actual literacy programmes.

VI. EVALUATION AND REVISION OF CURRICULUM

EVALUATING A CURRICULUM

The success or failure of a curriculum depends on so many diverse factors that it is almost impossible to identify any one set of factors that could be utilized for measuring the effectiveness of a curriculum. Essentially, no curriculum can ever be considered as a finished product because in order to be really appropriate a curriculum must be continually evaluated and revised. Paradoxically, the success of curriculum can best be judged by whether or not it needs to be revised; for, if a curriculum and the accompanying teaching-learning programme, including the package of materials, are really effective, then the initial objectives based on local needs should undergo a change and be revised.

Processes of evaluation and revision

The processes of evaluation and revision are cyclic - beginning with the existing curriculum and leading to a revised curriculum which in turn goes through the cycle yielding another revised curriculum. In fact, evaluation and revision of a curriculum is the evaluation and revision of the process of curriculum construction which is essentially a discovery procedure. In this sense, curriculum construction is a scientific activity.

Methods of evaluation

A literacy curriculum may be evaluated for the purposes of revision in at least two different ways:

1. Through the evaluation of achievement or testing of the individual learner or learners,
2. Through evaluating the changes that are evidenced by the community as a whole as a result of the adult literacy programme in terms of the needs identified earlier.

Evaluation of the individual learner or learners is relatively easier and quicker and can be carried out at several several stages during the programme. Evaluation of the community is far more complex and difficult to carry out until the end of the programme. However, both kinds of evaluation listed above can be used to revise the curriculum in the light of the findings in each case. Both kinds of evaluation have a role to play in the process of revision. While the first kind can provide the basis for 'mid-course' correction, the second kind affords an opportunity for charting a fresh course of action.

REVISING A CURRICULUM

The process of revision of a curriculum depends upon the same kinds of activities that go into the construction of a curriculum. For any effective revision the procedures of collecting data, analysing data, identifying needs, problems, etc. have to be followed. In the case of revision, the procedures become a little more complicated because it is not the identification of a new situation but that of identifying the wrong data, its analysis and other factors involved in the initial exercise. It is because of these complications that on-going evaluation and revision of a curriculum is to be preferred to a final evaluation and revision.

Most adult literacy programmes have a component of evaluation. Also, most evaluation procedures, in the final analysis, evaluate the curriculum which is the foundation of any programme.

THE UDAIPUR VIEW-POINT

The Panel discussion on Curriculum Development at the Udaipur Workshop considered the question of evaluation. The following excerpt summarizes the thinking at the Workshop :

Evaluation

Evaluation can be perceived as a support mechanism for constant improvement in the curriculum design. It was pointed out that the evaluation of the curriculum can be carried out in two ways :

a) through a constant monitoring process which will help to introduce necessary changes in learning sequences, in media and materials used and in teaching-learning techniques from time to time.

b) a final evaluation towards the end on completion of the programme, to assess the total effectiveness of the programme.

Evaluation of curricula or the programme should take into account a number of aspects, such as :

- management of the programme
- achievement or otherwise of the national objectives and the learners' priority needs
- effectiveness of the materials used
- impact of the programme on the learners' attitudes and and behavioural changes
- changes in the outlook of the learners in the perspective of new ideas introduced through the programme.
- major problems, if any, which need to be considered in reviewing the planning and implementation of the programme and thereby effecting improvement for its better implementation.

There is need for experimentation and innovation in curriculum formulation to integrate literacy skills and capabilities of people for participating in and benefiting from developmental programmes which generally are planned to subserve their interests and meet some of their basic needs for better living. Curriculum design should be taken into account in developing basic teaching-learning materials; in production and use of motivational and follow-up materials; in devising teaching aids and media materials; and in making an overall assessment of the programme.

The ability to read and write, is not an end in itself but a means of communication, of acquiring useful skills and knowledge. Thus literacy must be geared to further the aims of social and economic progress leading to the development of the individual, the local community and the nation. The content of adult literacy programmes is generally less crystallized and its formulation in national programmes may often be a pioneering venture.

In literacy programmes linked to meet national development goals the main focus should be the man. Improvement of his capabilities to meet his needs and to overcome problems and obstacles ought to be the major consideration.